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ABSTRACT

A survey of the faculty reviewed and assessed the role and importance of experiential learning through internships at Unity College, Maine, an independent, coeducational undergraduate college of 400 students specializing in environmental programs. The 45 full- and part-time faculty received the questionnaire. Among those, 34 faculty, or 76 percent returned the survey. Results indicated that there is a high degree of faculty involvement in experiential learning, as 151 courses, over 80 percent, offered experiential learning. Analysis of the data indicated that faculty involvement is primarily the result of the effort of individual faculty members who have a special commitment to the practice and educational philosophy of experiential learning and not due to support from the college. The study results also suggest that experiential learning opportunities are an integral part of Unity College. However, there is a need for a more focused commitment from the administration in order to strongly support experiential learning at Unity College. Appendixes (about two-thirds of the document) detail results and include the survey instrument. (JB)

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A STUDY OF THE ROLE AND SCOPE OF EXPERIENTIAL-LEARNING AT UNITY COLLEGE UNITY, MAINE.

SUBMITTED BY

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ABSTRACT

This study may be used as model for assessing the role and scope of experiential-learning opportunities at undergraduate institutions. The questionnaire (assessment tool), survey operation and findings may be of particular use to other institutions who are seeking to elicit information regarding the role that experiential-learning opportunities play at their institutions.

A survey of the faculty and a review and assessment of the part that internships play at an independent, coed undergraduate college of 400 students specializing in environmental programs sought to answer the following questions:

-Is there evidence that experiential education is valued and recognized as a contributing mission of the college?

-Is experiential education integrated into the curriculum and recognized as a legitimate part of the degree programs?

-Are faculty and staff actively involved in offering experiential-learning opportunities?

-Are experiential-education activities fully recognized in the economic system of the college (faculty compensation, workload and promotion, resource allocation, etc.)?

The results of the study indicated that there is a high degree of faculty involvement in offering experiential-learning opportunities. Over 80% of the courses (N =151) surveyed, offer experiential learning. Sixty of the 151 courses were taught with more than 50% of the course time spent on experiential-learning opportunities.

The analysis of data indicated that faculty involvement in offering experiential-learning opportunities is primarily the result of the effort of individual faculty members who have a special commitment to the practice and educational philosophy of experiential-learning and not due to any particular support from the college.

The study strongly suggests that experiential-learning opportunities are an integral part of Unity College.

The study indicated the need for a more focused commitment from the administration. The place of experiential-learning opportunities in the ongoing curriculum, administrative structure, and economic system of the college will not be strongly established until its contributions are clearly articulated and recognized across the campus by the administration.

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Introduction

Unity College is an independent, co-educational college of 400 students specializing in baccalaureate programs having an environmental focus. Natural resource management, wilderness-based outdoor recreation, wildlife, conservation law enforcement, aquaculture, environmental education, environmental policy, park management and land use planning are among these programs. In addition the curriculum includes fine arts, pre-law and interdisciplinary programs. All programs have a foundation in liberal arts.

In early January 1991, the College President asked Jim Horan, faculty moderator, to form a committee to assess the role and scope of experiential education at Unity College.

The following is a report of that committee's work and recommendations for future action.

Committee Membership

Edward Raiola,Ph.D.-(Committee Chair), Associate Professor-Outdoor Recreation; Susanne Kibler-Hacker,M.A. part-time faculty and Director of Cooperative Education; Dave Potter,Ph.D., Associate Professor-Environmental Sciences; and Jim Reed,M.A., Assistant Professor- Learning Resource Center.

Methods and Procedures

The procedures for conducting this assessment of the scope of experiential education at the college followed a chronological process of: review of the literature related to experiential learning, determination of committee objectives, construction of a questionnaire, survey operation, analysis of data, and writing a report.

Consultation of Literature

Prior to the first meeting of the committee, Ed Raiola reviewed some of the literature related to experiential learning. Information and suggestions for assessing where institutions stand was taken from the National Society for Internships and Experiential Education. Especially useful was: Strengthening Experiential Education within your Institution. National Society of Internships and Experiential Education. NSIEE, Raleigh, N.C. 1986.

Determination of Committee Objectives

The objectives were developed based upon the charge given by President Hess, then focused and refined by the committee. The committee sought to answer the following questions via a survey of the faculty and a review and assessment of the role and scope that internships play at the college:

-Is there evidence that experiential education is valued and recognized as a contributing mission of the college?

-Is experiential education integrated into the curriculum and recognized as a legitimate part of the degree programs?

-Are faculty and staff actively involved in offering experiential-learning opportunities?

-Are experiential education activities fully recognized in the economic system of the college (faculty compensation, workload and promotion, resource allocation, etc.)?

Questionnaire Construction

The next step was to write the actual questionnaire that would provide the information necessary as well as be clear to the faculty. The survey consisted of 10 questions with several sub-question categories. The questions ranged from general knowledge of experiential education to specific desires, priorities and expressions. The questions also ascertained specific course information, (see Appendix A).

Survey Operation

An announcement was made at the faculty meeting asking faculty members to please fill out and return the questionnaire to the committee members. In addition, personal contacts and hand delivery of questionnaires were conducted.

Data Analysis

The results of the survey were tabulated and analyzed. From the results various graphs were developed to display the results of the survey. Also constructed were profiles of "typical responses" to the narrative questions.

Questionnaire Findings

The college presently has 29 full-time faculty and 16 part-time faculty. Forty five questionnaires were sent out and 34 were returned for a 76% return rate.

The following is a review of the responses to each of the ten questions.

1. Is experiential education valued and recognized as contributing to the mission of the college? Yes 33 No 1

(If yes, then please give an example of where this is demonstrated.)

The most commonly described examples were: outdoor labs, field trips, internships, independent studies and in the 1990-1991 college catalog:
"Experiential-learning is an important component of the educational process; field wok requires students to take theoretical knowledge from classroom settings and find practical applications in the ecology of Maine."

2. Do you offer experiential learning opportunities in the courses that you teach? Yes 32 No 1 No answer 1

3. Is experiential education integrated into the curriculum and recognized as a legitimate part of the degree program that you are associated with?
Yes 21 No 1 Not Applicable 11.

The most commonly described examples of experiential-learning opportunities were: labs, field trips, class discussions and role playing.
Most of those who responded that question 3 was not applicable were part-time instructors who commented that they were not part of a degree program.

4. Are experiential-education activities fully recognized in the economic system of the college in terms of:

Faculty compensation	Yes 3	No 24	Not applicable 7
Workload and promotion	Yes 3	No 24	Not applicable 9
Allocation of resources	Yes 5	No 18	Not applicable 11

Seventeen of the respondents who presented uniformly negative responses are faculty members who actively participated in the internship program or conducted classes with a substantial experiential component away from campus. Only three respondents gave uniformly affirmative responses. Each of those individuals might be described as administrative.

Most of those who responded that the question was not applicable to their experience were part-time instructors.

5. Put an "x" on each line below to indicate the relative importance of each item in reference to providing quality educational opportunities for your students.

	Not important at all	Very important
a.Engage in class discussion	<.....	.....>
b.Role playing	<.....	.....>
c.Simulations	<.....	.....>
d Lab experiences	<.....	.....>
e Field Trips	<.....	.....>
f.Group projects	<.....	.....>
g.Independent study/research	<.....	.....>
h.Experience other cultures	<.....	.....>

Responses were rated from 0 (not very important at all) to 10 (very important). Each item is presented with the number of participants and the mean score. Graphs illustrating the distribution of scores for each item can be found in Appendix B. The faculty ranked class discussions, lab experience and field trips the highest. Role playing and experiencing other cultures received the lowest rankings.

	(N)	Mean Score
a. Engage in class discussion	32	7.75
b. Role playing	32	4.60
c. Simulations	32	6.00
d. Lab experiences	32	7.00
e Field Trips	32	7.00
f. Group projects	32	6.20
g. Independent study/research	32	6.75
h. Experience other cultures	32	5.60

6. Please list the courses that you teach. Estimate the % of time that you may devote to experiential-learning opportunities for each course. Then give one or two examples of these activities.

The questionnaire generated information on 151 courses that are taught at the college (see Appendix A). The most commonly appearing learning opportunities were: labs, field trips, class discussion and role playing.

*82 out of 151 courses are taught with more than 50% of time spent on experiential-learning opportunities.

*44 out of 151 courses are taught with more that 75% of time spent on experiential-learning opportunities.

*122 out of 151 courses spend at least 25% of time on experiential-learning opportunities.

* 8 out of 151 courses do not use experiential-learning opportunities.

7. Put an "x" on each line below to indicate the relative importance of each value or mission to the college.

	Not important at all	Very important
a. Teaching	<.....>	
b. Research/Publishing	<.....>	
c. Community Service	<.....>	
d. Institutional Status	<.....>	
e. Institutional Stability	<.....>	

Responses were rated from 0 (not very important at all) to 10 (very important). Each item is presented with the number of participants and mean score for each item. Graphs illustrating the distribution of scores for each item can be found in Appendix C.

The faculty ranked teaching and institutional stability as most important to fulfilling the mission of the college. The lowest ranked items were research/publishing and community service.

	(N)	Mean Score
a. Teaching	32	8.8
b. Research/Publishing	32	3.9
c. Community Service	32	5.2
d. Institutional Status	29	6.0
e. Institutional Stability	32	7.8

8. What has enhanced or facilitated your ability to offer experiential-learning opportunities? The most common responses to this question fell into the following (See Appendix D for details):

-My own effort/initiative/interest to act.
-Personal philosophy/value of experiential learning.
-Support of other faculty members/Chairs.

9. What has limited your effectiveness in offering such learning opportunities? The most common responses to this question fell into the following (See Appendix E for details):

-Time/schedule of course offerings to allow for extended experiences.
-Transportation/unreliable.
-Facilities/equipment: poor quality.
-Support/recognition for doing this extra work.

10. What suggestions would you propose that would enhance your ability to offer experiential-learning opportunities? The responses fell into the following (See appendix F for details):

a. Administrative support and recognition in the form of:
   -Acknowledged commitment by administration.
   -Workshop/seminar focused toward methods/techniques.
   -Rearrange course schedule to offer large time blocks.
   -Compensation, money/workload reduction or even just a "thank you."
b. More team teaching or guest lectures in classes.
c. Better cash flow and access to appropriate monetary resources.

Internship Findings

Internships are an integral part of the academic programs at Unity College. Internship opportunities are available for students at all class levels on either a full- or part-time basis. An internship at or above the 3000 level for a minimum of three credits is a requirement in the following Bachelor's degree programs: aquaculture, conservation law enforcement, wildlife, outdoor recreation and environmental education. In the remainder of the four-year programs, students have the choice of completing an internship, seminar, independent study or thesis at or above the 3000 level for a minimum of three credits.

Appendix G contains a listing of the number of internships completed in each of the last three years by discipline. The majority were 3000-level internships, although several 1000- and 2000-level internships were approved each year. Because a 4000-level internship is designed to be an honors internship which provides a "capstone" experience, very few 4000-level internships are approved by the Faculty Internship Committee. Therefore, seniors participating in internships usually receive 3000-level credit for these experiences.

Conclusions

This study has produced some revealing information in terms of the commitment and breadth of offerings of experiential-learning opportunities provided by the faculty. Over 80% of the courses (151) that were surveyed offer experiential-learning opportunities. Sixty of the 151 courses are taught with more than 50% of the course time spent on experiential-learning opportunities.

The analysis of data indicate that the high degree of faculty involvement in offering experiential-learning opportunities is primarily

the result of the effort and commitment of individual faculty members. The findings strongly indicate that experiential education is valued by many faculty members, is integrated into the curriculum, and is recognized as a legitimate part of the degree programs.

In response to the question of experiential-education activities being fully recognized in the economic system of the college (faculty compensation, work load and promotion, and resource allocation), this study indicated a need for more support and recognition from the administration. The respondents indicated that they would like support in the form of more flexible time frames to offer experiential learning opportunities, better cash flow, a commitment to on-going professional development, release time and recognition and thanks for their efforts.

In conclusion, the study strongly suggests that experiential-learning opportunities are an integral part of Unity College. The reason comes primarily from the efforts of those faculty members who have a special commitment to its practice and educational philosophy.

The study indicates that there needs to be a more focused commitment from the administration. The place of experiential-learning opportunities in the ongoing curriculum, administrative structure, and economic system of the college will not be strongly established until its contributions are clearly articulated and recognized across the campus.

Recommendations Include:

* a clearly written acknowledgement from the administration and faculty that experiential-learning opportunities support and contribute to the mission and values of Unity College. This should be included in the college catalog, in admissions material and in the Personnel Policies and Procedures handbook.
* a clearly stated commitment by the administration that they support experiential-learning opportunities.
* consideration of having a series of workshops that would help faculty to become more aware of experiential-learning theory and techniques.
* review of the "traditional" course schedule with the goal being to offer larger time blocks for courses.
* consideration of compensation and/or recognition/thanks to those faculty who offer experiential learning opportunities. For example: allow required courses to be offered in the January or May sessions, incorporate two hour time blocks for some courses, schedule morning labs, compensate faculty for supervision of Internships.
* encouragement and incentives from the administration for more team teaching or guest lectures in classes that are taught on campus.
* better cash flow and access to appropriate monetary resources so those faculty who do offer courses that require travel or special equipment or fee can do so effectively and with less frustration.
* Improve the conditions of the vehicles, create a mobile lab out of one of the old school buses.

EXPERIENTIAL EDUCATION SURVEY

COURSE	EXPERIENTIAL LEARNING ACTIVITIES
AN 1123	90% reports and discussions
AN 2013	40% discussion, reports, group learning
AN 2033	40% group learning, discussions
AN 3883	15% group learning projects, 40% discussions, 20% field work, 10% weekend field work, 5% independent study/research, 10% experiencing other [life and non-life] forms & cultures
AQ 2003	25% experience other cultures
AQ 2112	50% discussions
AQ 3114	50% lab experiments/group projects
AQ 3313	40% research/lab experiments
AQ 3334	30% lab experiments, 20% discussion
AS 2021	35% group discussions, cooperative learning groups, simulations
AS 3133	
BI 1003	25-30% discussion, role playing, trips, labs
BI 1014	
BI 1024	
BI 2033	80% field trip, 10% discussion
BI 2043	
BI 3033	
BI 3133	
BI 3154	10-20% discussion and labs
BI 3173	
BI 3184	10% discussion, 20% field trips, 10% simulation of modelling
BI 3223	50% lab

BI 3233	10% field trips, 20% lab experience, 10% discussion
BI 3243	10% discussions
BI 3273	25-30% discussion, role playing, trips, labs
BI 3283	25-30% discussion, role playing, trips, labs
BI 3313	20% discussion, 20% field trips, 40% group projects 10% lab experience
BI 3464	
BI 3653	
CH 2214	50% lab
CH 3324	50% lab, sporadic field trips
CH 3334	75% lab, sporadic field trips
CL 1013	30% lab/field experiences
CL 1013	25% lab exercises and discussion
CL 2001	85% shooting firearms
CL 2003	0%
CL 2113	
CL 2883	100%: develop, administer, analyze questionnaire
CL 3103	
CL 3233	
CL 3313	
CS 1112	80% lab experiences and class discussion
CS 1112	75% hands-on computer work
CS 2233	80% lab experiences and class discussion
CS 2243	
DR 2003	
DR 2013	
DS 0070	
DS 0080	10% discussion, 40% board work

DS 0090	60% group discussions, 10% one-on-one in LRC
EC 1013	
EC 4123	
ED 3023	20% role playing, group discussions
ED 3213	50% lab experiences, discussions, role playing
EH 1053	65% speeches and group discussion
EH 1113	70% discussion and group work in class
EH 1113	99% discussion
EH 1113	25% discussion, peer writing evaluation, in-class writing with simultaneous instructor feedback
EH 1223	60% discussion
EH 1223	99% discussion
EH 2013	50% independent work and research
EH 2023	99% discussion
EH 2063	10% trips to plays, scenes produced
EH 2073	99% discussion
EH 2083	99% discussion
EH 2313	60-75% group writing, problem solving, discussion peer evaluation and oral presentations
EH 3013	
EH 3053	
EH 3063	40% acting in class, attending plays
EH 3203	99% discussion
EH 4063	
EH 4073	20% discussions, role playing
EH 4143	99% discussion
EH ????	Independent study - 50% independent research
ES 1001	Outside lecturers, 5% discussion

ES 1003	10% class discussion
ES 4501	70% group projects, discussions, field trips
FR 1003	2/5% exercises and role play
FR 1113	2/5% exercises and role play
FY 1011	80% field time
FY 1053	50% field time
FY 1163	5-10% field training
FY 2013	
FY 2233	10% discussions of samples, will increase to 40%
FY 2234	50% field time
FY 2424	50% field time
FY 2481	80% field time
FY 2483	80% lab and field work
FY 2523	
FY 2544	
FY 3223	
FY 3793	35% field work and trips
FY ????	Independent study - 75% field work, 20% research
GL 1013	
GL 1014	25% labs - field and indoors
GL 2023	30% labs
GL 3433	30% labs - field & indoors
GY 1003	75% role play, group discussions, group problem solving, student-led panel discussions
HU 2113	10% writing across curriculum, 10% video/discussion 50% other cultures
HU 2113	15% experience other cultures, visit museums, student research and reports
HU 2113	30-40% group discussions, art/music programs, VCR

	films, group study questions
HU 2123	10% writing across curriculum, 10% video/discussion 50% other cultures
HU 2123	30-40% group discussions, art/music programs, VCR films, group study questions
HU 4113	50% discussion, 10% trips
HU 4113	40% field trips, discussions, group projects, individual research and presentations
HU 4113	70% role play, discussions, monastery trip
HU 4123	70% role play, discussions, monastery trip
HU 4123	40% field trips, class and group discussions, small group projects, individual research and presentations
HU 4123	50% discussion, 10% trips
HY 1003	10% trips
HY 2023	0%
HY 2033	0%
HY 2043	
HY 2053	
HY 3013	20% independent research
LR 1001	100% (NOVA)
LR 1003	70% discussions, exercises
LR 1011	30% role play, mock interviews
LR 1012	40-50% group discussion, collaborative activities and oral presentations
LR 1012	40% group work and research
LR 1013	90% lab [circle analysis, discussions, feedback]
LR 1113	10% experiential problems
LR 1113	3% computer math programs
LR 1123	5% experiential problems
LR 1123	3% computer math programs

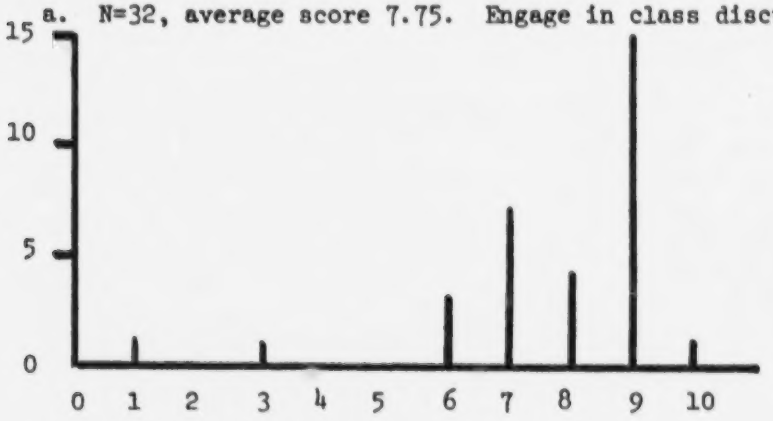
MA 1003	60% experiential problems, group learning projects
MA 1223	0%
MA 1223	3% computer math programs
MA 2243	10% computer simulations, 50% lab and discussion
MA 2333	3% computer math programs
MA 2333	0%
MA 3253	10% computer simulations, 50% lab and discussion
MA 3443	
MU 1002	75% music listening, 3 concerts
MU 1003	75% music listening, 3 concerts
OR 1001	95% field experience
OR 1011	95% field experience
OR 1013	20% group activities
OR 1021	90% experience
OR 1031	90% field trip, role play, discussions
OR 1041	100% experience
OR 1051	100% experience
OR 2003	45% simulations, group projects
OR 2023	50% role play, 50% field
OR 2043	75% discussions, group experiences
OR 2053	100% experience
OR 2083	60% lab experiences, discussions
OR 2214	60% lab experiences, discussions, role playing
OR 2223	95% experience
OR 2334	50% weekend trips & in-class skill acquisition
OR 3133	40% lab experiences, discussions, role playing
OR 3204	30% field experiences, group projects

OR 3313	20% group activities
OR 3323	35% role playing, simulation
OR 4304	100% experiential group projects
OR 4131	30$ group projects and discussion
PG 2013	
PG 2023	
PG 3203	
PH 2013	30% class discussion
PH 2023	30% class discussion
PH 3013	30% class discussion
PH 4023	30% class discussion
PL 1013	30% role playing, simulation
PL 2013	70% role play, simulation, group reports, field trips
PL 2033	70% debates, independent & group research, student reports and student-led discussions
PL 3113	100% field trips, student-led discussion, independent and group research
PL 4413	90% student reports/teaching, student-led discussion
PN 3003	
PY 1013	20% discussions, simulations, independent research
PY 1013	20% group discussion
PY 2013	20% discussions, simulations, independent research
PY 2113	60% lab experiences, discussions, role playing
RN 2013	0%
RN 2023	0%
SC 1003	
SC 2013	
SC 2023	

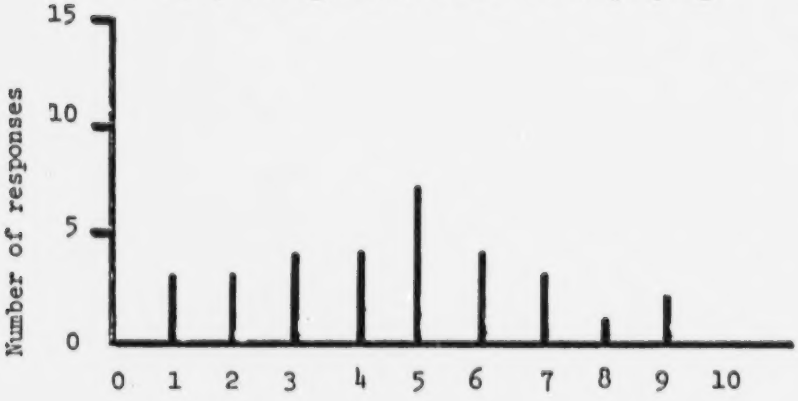
SI	50% group discussion, collaborative activities and oral presentations
SP 1003	100% class discussions, role playing, simulations, experience other cultures
SP 1113	100% class discussions, role playing, simulations, experience other cultures
SY 1013	80% discussions, group learning
SY 2883	0%
SY 3003	
SY 3183	90% discussion, debate, role play, group learning
VS 1003	
VS 2033	
VS 3003	
WF 2013	10% discussion, 50% lab experience, 5% field trips
WF 2133	10% field identification
WF 2433	50% scavenger hunts and outdoor labs
WF 3324	80% field projects, 10% discussion

5. The relative importance of each of the following eight opportunities to provide quality education for Unity College students was rated on a scale of 0 to 10 by participants in the survey. Each item is presented with the number of survey participants and the average score for all participants. Graphs indicate distribution of answers. (0, not important at all; 10, very important)

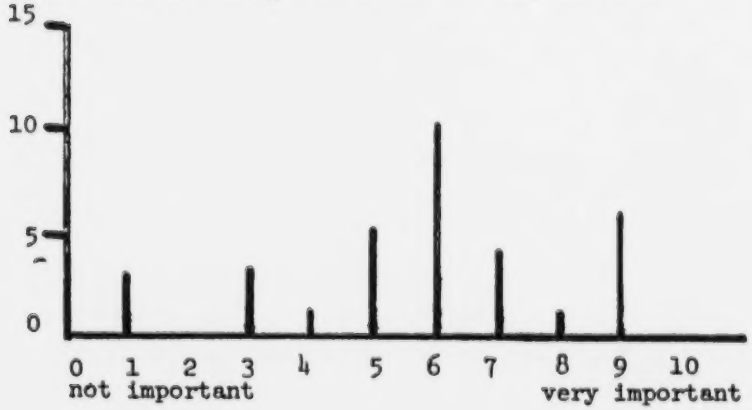
a. N=32, average score 7.75. Engage in class discussion.



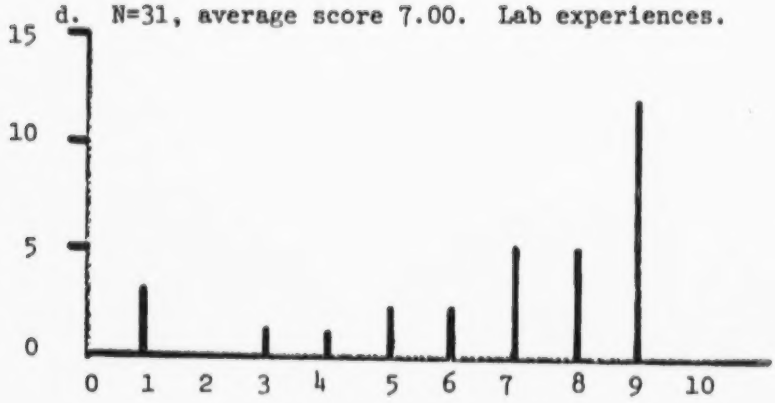
b. N=32, average score 4.60. Role playing.



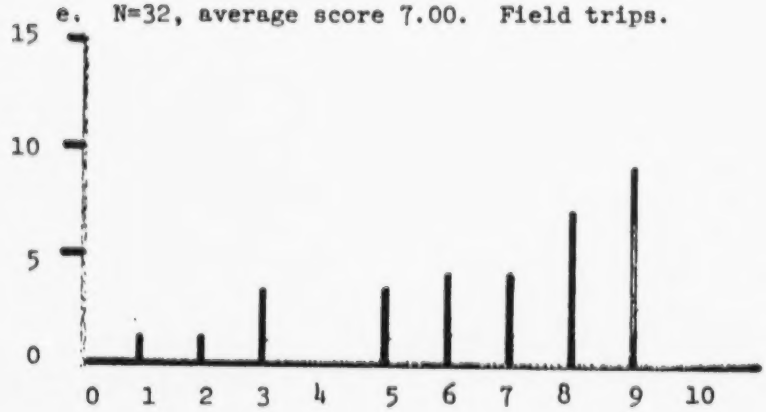
c. N=32, average score 6.00. Simulations.



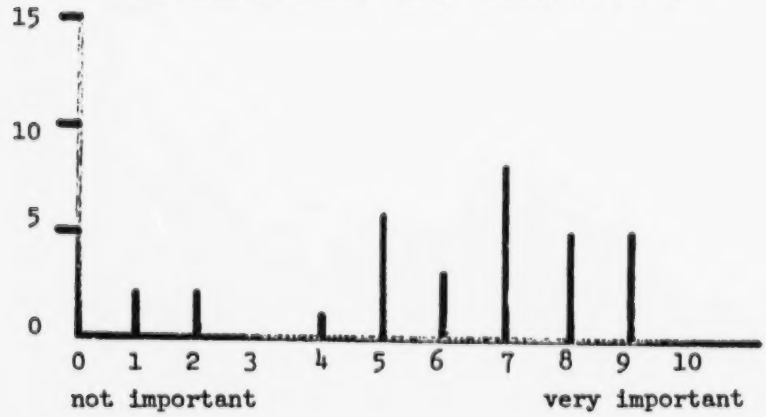
d. N=31, average score 7.00. Lab experiences.



e. N=32, average score 7.00. Field trips.



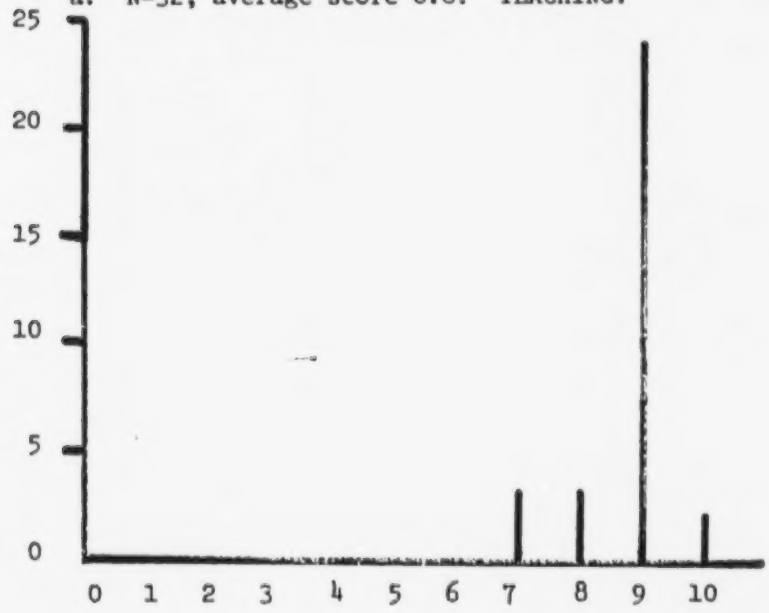
f. N=32, average score 6.20, Group projects.



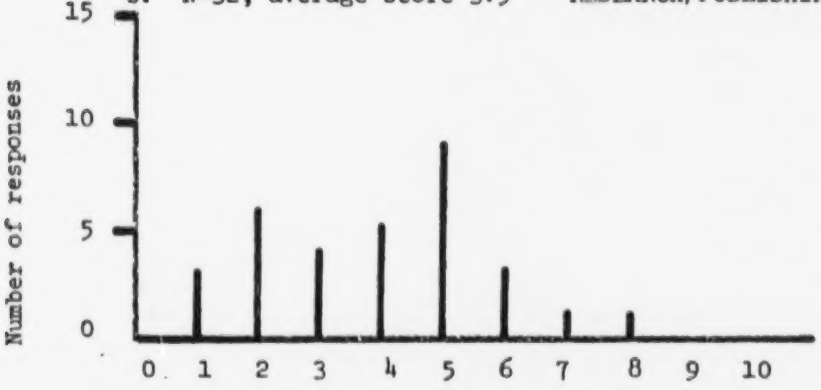
7. Participants responded to five categories related to the mission of Unity College. Responses were rated from 0, not very important at all, to 10, very important. Each item is presented with number of participants, average score, and a graph to indicate distribution of responses.

APPENDIX C

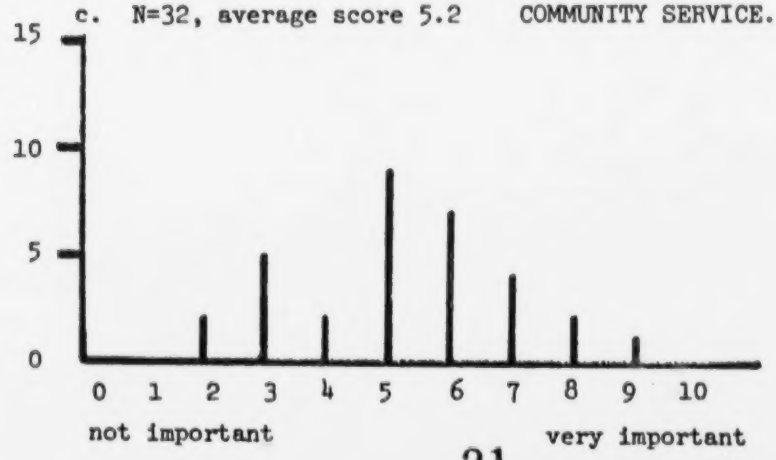
a. N=32, average score 8.8. TEACHING.



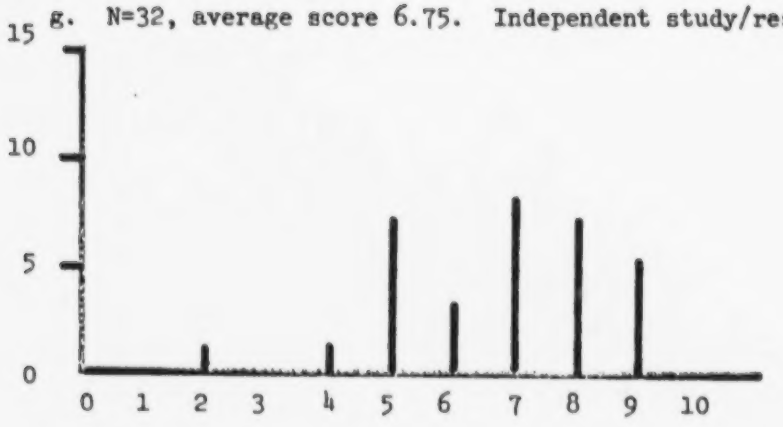
b. N=32, average score 3.9 RESEARCH/PUBLISHING.



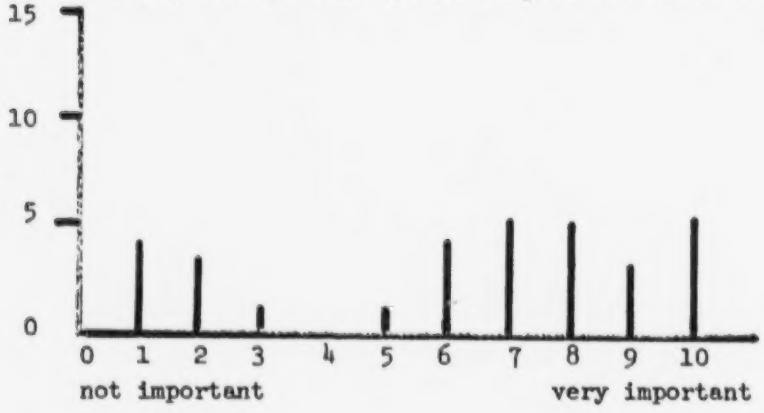
c. N=32, average score 5.2 COMMUNITY SERVICE.



g. N=32, average score 6.75. Independent study/research.

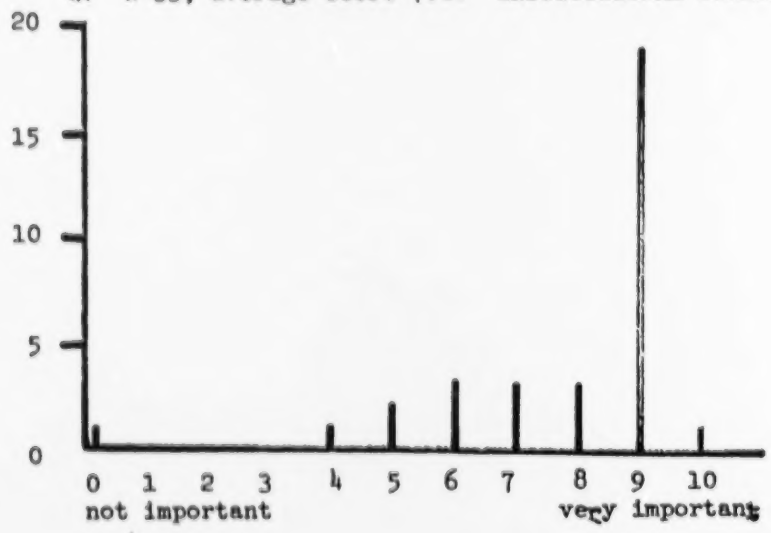


h. N=32, average score 5.60. Experience other cultures.



d. N=29, average score 6.0. INSTITUTIONAL STATUS.

a. N=33, average score 7.8. INSTITUTIONAL STABILITY.



Appendix D

#8--WHAT HAS LIMITED YOUR EFFECTIVENESS IN OFFERING EXPERIENTIAL-LEARNING OPPORTUNITIES?

--Proper facilities and equipment
--Budget may be limiting in future
--Physical time and energy; fear for personal liberty?
--Primarily monetary resources, but past administrations have not really suppported efforts in these areas.
--Class offerings are too large because of alternate-year approach
--Transportation is too little and unreliable
--Compensation (even a verbal "thank you" would be appreciated)
--Class size
--Not enough computers
--Lab, lab, lab (Junior high schools have better labs than we have)
--Transportation on 20% of expected trips
--Late business office approval of orders resulting in late arrival of gear, expendable supplies, chemicals
--Inability to use lab fees for courses that generate $$$
--Refusal of business office to release funds for major trip listed in catalog
--Laboratory facilities--particularly poor microscopes
--Good resources--vans, eqpt...
--Timing--expanses of time are inadequate
--Courseload too heavy
--Condition of eqpt and vans is poor
--I believe we have done a good job with little support--mostly financial support has been lacking. Some has been a lack of understanding of the needs of our program to do it with quality and excellence. There are many areas of need--within our program and other program: facilities, equipment, outreach, faculty development, etc.
--Support/vans/equipment/compensatory payment for 24-hour contract
--Field trips limited by size of classes
--Students very unskilled in doing library research (takes time to teach them)
--Time to do activities with large classes
--Money for trips, etc.
--Adjunct status (I'm not here enough to know resources, etc.)
--Time
--Reliability of transportation
--Limitations of class period scheduling
--My imagination
--Lack of time and energy to coordinate field trips and have noted scholars, poets and playwrites visit the campus (i.e., I would need help on the logistics, especially)
--Lack of time. In teaching Thoreau, I suppose that climbing Mt. Katahdin, for instance, would be good, but I lack the ability to do this sort of thing--and the inclination.
--Class size in Comp II: I could accomplish more during class discussion with fifteen students than with twenty five.

--I don't understand the question. If you mean experiential learning, lack of funds has complicated (but never prevented) these opportunities.
--Weather has been a limiting factor in winter field trips.
--Formal training in techniques and time/scheduling issues
--The limited class enrollments beyond Spanish I, as well as a lack of a language lab.
--Money. Time restraints (I hope to teach Sense of Place in May or August to solve this problem).
--Lack of media usage
--Many students still expect and desire only lectures!
--Students should be offered this type of education in all classes so that when I have these experiences in my courses, students feel at home.
--Cashflow problems
--Low course enrollment
--Lack of lab facilities
--Lack of money
--Nothing. It's my normal way of teaching.
--Imagination!
--I strongly feel that class time in math courses should be devoted to giving students the knowledge and tools to experience doing the assignments as homework.
--Time restraints.
--In most math clases I teach (except Finite Math) there is little room to take extra time away from the necessary topics in the curriculum. The more advanced the course, the more time I need to spend on lecturing on the required topics, going over homework, preparing for exams, etc.

Appendix E

#9--WHAT HAS ENHANCED OR FACILITATED YOUR ABILITY TO OFFER EXPERIENTIAL-LEARNING OPPORTUNITIES?

--Up-to-date eqpt; some major capital expenditures
--Flexible scheduling--being able to teach Forest Ecology in a four-hour block helps me to combine lectures, labs and field trips
--Nothing beyond my own initiative
--No money for eqpt
--The IBM network now in addition to the Apple lab
--Availability of high-quality concerts at Colby
--Greenhouse
--Enthusiastic students
--Proximity of appropriate habitats: lakes, coast, businesses
--Attitude of President Caplinger that extra-classroom teaching is most important
--Use of personal funds when college refused to make necessary purchases
--January and May sessions
--My belief in the educational philosophy of experiential learning
--Ability to be flexible in establishing time of courses
--Knowledge of various techniques
--Support from other faculty
--The folks I work with--Deb and Ed; and the students: they are willing to assist us in teaching some classes that would be difficult to teach without them. The "demand for excellence" ethic of my colleagues and their moral support!
--Working with like-minded individuals; having a college atmosphere that encourages these need recognitions
--<u>The faculty</u>: help, advice, modeling
--Team teaching and smaller classes
--As an adjunct, I'm not here enough to know resources.
--Smaller classes (fewer than 30 students)
--Support from, and accessibility of, state agencies and private groups
--My interest and effort; peer interest
--Proximity to Railroad Square Theatre and Colby College. Our AV equipment and tapes.
--A personal penchant for spot acting.
--I am a ham actor.
--My center allows great latitude in course design and structure, and the chairpeople of my center are tremendously helpful and encouraging.
--Students' enthusiasm and faculty supportiveness. These experiences are generally perceived favorably on Unity campus.
--Faculty support; generation of ideas
--Proximity to field areas
--The audio-lingual approach employed in my teaching.
--Support from my center chair and colleagues. Registrar found an ideal room for the SoP class.
--My realization that multi-modal learning is both efficient and effective. Permission to keep class size to a manageable number.

--Reading articles on pedagogy; asking informal questions of both faculty and students as to what "works" for them!
--A personal background in experiential education
--The opportunity to observe experiential learning activities presented by others, and networking with exp'l learning professionals.
--Faculty use and appreciation
--The freedom to design/change courses--and teach them--as I see fit.
--Small class size.
--My initiative.
--A realization that multi-modal learning is both effective and efficient.
--Small class size.
--Support of my center chairs and colleagues.
--The success of Finite Math has been a delightful vehicle for me to off the experience of creative math to students. As an alternative to exams, they engage in much participatory field work, gathering data, discussing ideas in groups, and generating their own hypotheses.

#10--WHAT SUGGESTIONS WOULD YOU PROPOSE THAT WOULD ENHANCE YOUR ABILITY TO OFFER EXPERIENTIAL-LEARNING OPPORTUNITIES?

--Low cost options on most forestry field work; woods are close; equipment is cheap.
--More time and space.
--Ideally, this should be one student being taught on one computer. Currently, we teach two students per computer.
--About $200,000 to build and equip a proper lab
--I do not know any faculty who make expensive equipment or supply requests. We get by creatively with what we have or make, but some items need to be purchased new, be repaired or be replaced. I believe that lab fees, if distributed as collected, could easily pay over two-to-four years for all necessary items except transportation. Then we could afford a few extras, but still no luxury items! If tuition doesn't pay bills, then raise tuition!
--Quality vehicles
--Stated commitment from the college
--Sessions on what activities are possible in classroom settings.
--Time to share ideas with others
--Priorities or needs and plan for taking care of them. A re-focusing of people's "psyche" (for lack of a better word) toward being creative again. We have been "wiped" emotionally over the past two years. A feeling of being heard and understood and kept informed about what new directions the school is taking.
--More and better vans
--Longer laboratories (3-hour vice 2-hour labs)
--Assistant lab instructors
--A teaching circle--teachers, esp. new ones, sit in on each other's classes, give ideas and feedback
--More guest faculty in each other's classes
--Team-teaching needs to be recognized in workload formula at a higher rate than it is
--More $ and time
--Full-time status; more depth in library resources; greater awareness of resources
--Smaller classes; financial support
--Buy some new vans and a couple of small busses
--Formalize or encourage and support financially mini-term experiential courses
--A media coordinator and/or experiential ed facilitator
--Oh, to be thirty again!
--No problem with in-class activities. Better cash flow would facilitate out-of-class activities. Money and vehicles need to be available on schedule. It's no use assuring us that budgeted monies are there if they are not available on the date needed.
--I cannot see offering experiential opportunities in my courses until students have a fundamental basis or background--a more formal and systematic understanding of methodologies and technologies for field experiences

--Time blocks that would facilitate travel and/or extensive field experiences
--Greater support to have those students who will need Spanish in their future job placements to enroll in Spanish for at least two semesters. To provide a language lab which will aid them since the classes are offered only three times weekly.
--Team teaching
--Have workshops/seminars with faculty; bring in other outside teachers who use these experiences
--Better budgetary planning so that money is available when needed, esp. for activities that have been planned well in advance.
--A workshop for faculty to share experiential-learning ideas
--Need computer terminals/workstations in library
--Need classroom addition to library
--Full funding of ideas.
--Team-teaching
--I would like to see a loosening up of some of the traditional topics in all math courses to include more of an experiential math mode. However, I am conflicted as to how to insure that the bulk of material relevant to a course is presented in enough time if this loosening up process does occur. Finite Math is in a realm by itself, as there is no follow-up course I worry about.
--Maybe a workshop exploring new ideas, creative approaches to experiential education across the curriculum

Appendix G

INTERNSHIPS

FIELD	1988	1989	1990
Conservation law Enforcement	17	11	12
Outdoor Recreation	15	15	11
Wildlife/Fisheries	5	11	12
Forestry	1	4	2
Environmental Education	3	2	2
Environmental Science	3		1
Park Management	2		
Geology	1		
land Use Planning			1
Environmental Policy			1
Aquaculture			2
Biology			1
Visual Studies			1
TOTAI	47	43	47

TO: All Faculty
Date: February 21, 1991
From: Experiential Education Committee
Re: Survey

Jim Horan, at the request of President Hess, has asked us to determine where the college stands in terms of providing experiential learning opportunities.

As part of that process we ask that you please fill out this survey. It will help us to determine where the college stands and enable us to prepare a written report which will be submitted to the President. Copies will be available to interested faculty.

Thank you for your willingness to participate. Please return this to your Center Chair by March 1, 1991.

WHAT IS EXPERIENTIAL EDUCATION?

Experiential Education refers to "learning activities that engage the learner directly in the phenomena being studied." National Society for Internships and Experiential Education.

Experiential Education emphasizes direct experience as a resource that can increase the quality of learning. (hands-on learning).

TYPES AND FORMS OF EXPERIENTIAL EDUCATION

IN CLASSROOM	OUT OF CLASSROOM
-role play, simulation games or exercises.	-field trips, field work, field research.
-lab work	-interviews
-group learning projects	-independent study/research
-student-led class discussions	-site visits or field observations
-discussions vs lectures	-use of primary sources or raw data.
	-internships
	-work study
	-experiencing other cultures

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1. Is experiential education valued and recognized as contributing to the mission of the college? Yes____ No____
(If yes, please give an example of where this is demonstrated.)

2. Do you offer experiential learning opportunities in the courses that you teach? Yes____ No____

3. Is experiential education integrated into the curriculum and recognized as a legitimate part of the degree program that you are associated with? Yes____ No___.
(If yes, please give one or two examples of experiential learning activities that are integrated into the curriculum.

NAME OF DEGREE PROGRAM	EXAMPLE ACTIVITIES

4. Are experiential education activities fully recognized in the economic system of the college in terms of:

Faculty compensation	Yes____	No____
Workload and promotion	Yes____	No____
Allocation of resources	Yes____	No____

-OVER-

5. Put an "x" on each line below to indicate the relative importance of each item in reference to providing quality educational opportunities for your students whether or not you are presently using any of these activities.

	Not important at all	Very important
a. Engage in class discussion	<.....	.....>
b. Role playing	<.....	.....>
c. Simulations	<.....	.....>
d. Lab experiences	<.....	.....>
e. Field Trips	<.....	.....>
f. Group projects	<.....	.....>
g. Independent study/research	<.....	.....>
h. Experience other cultures	<.....	.....>

6. Please list the courses that you teach. Estimate the % of time that you may devote to experiential learning opportunities for each course. Then give one or two examples of these activities. (For example:)

Course #/Name	% of time	Activities
(OR 4313 Organ. and Admin of OR	20 %	role play/group discussions)

7. Put an "x" on each line below to indicate the relative importance of each value or mission to the college.

	Not important at all	Very important
a. Teaching	<.....	.....>
b. Research/Publishing	<.....	.....>
c. Community Service	<.....	.....>
d. Institutional Status	<.....	.....>
e. Institutional Stability	<.....	.....>

8. What has limited your effectiveness in offering such learning opportunities?

9. What has enhanced or facilitated your ability to offer experiential learning opportunities?

10. What suggestions would you propose that would enhance your ability to offer experiential learning opportunities?